

OSEP Part B State Performance Plan
MONITORING PRIORITIES and Indicators
(Requires public reporting of state and district-level data)

FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT

1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the state graduating with a regular diploma
2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school
3. Participation and performance of children with disabilities on statewide assessments:
 - a. Percent of districts meeting the state's AYP objectives for progress for disability subgroup
 - b. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations, alternate assessment against grade level standards, alternate assessment against alternate achievement standards
 - c. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards
4. Rates of suspension and expulsion:
 - a. Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
 - b. Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.
5. Percent of children with IEPs ages 6 through 21:
 - a. Removed from regular class less than 21% of the day
 - b. Removed from regular class greater than 60% of the day
 - c. Served in either public/private separate schools, residential placements, or homebound or hospital placements
6. Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time EC/Part-Time ECSE settings)
7. Percent of preschool children with IEPs who demonstrate improved:
 - a. Positive social-emotional skills (including social relationships)
 - b. Acquisition and use of knowledge and skills (including early language/communication and early literacy) and
 - c. Use of appropriate behaviors to meet their needs
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

DISPROPORTIONALITY

9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

EFFECTIVE GENERAL SUPERVISION PART B / CHILD FIND

11. Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (or state established timelines)

EFFECTIVE GENERAL SUPERVISION PART B / TRANSITIONS

12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
13. Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school

EFFECTIVE GENERAL SUPERVISION PART B / GENERAL SUPERVISION

15. General supervision system identifies and corrects noncompliance as soon as possible but in no case later than one year from identification
16. Percent of signed written complaints with reports issued that were resolved within 60 day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint
17. Percent of fully adjudicated due process hearing requests that were fully adjudicated with the 45 day timeline or a timeline that is properly extended by the hearing officer at the request of either party
18. Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements
19. Percent of mediations held that resulted in mediation agreements
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate

STATE PERFORMANCE PLAN RECURRING IMPROVEMENT ACTIVITIES

Targeted Technical Assistance to Districts

- Identify districts most in need of improvement through data analysis or compliance monitoring
- Deploy RPDC Consultants to assist with:
 - Analysis of root causes in policies, procedures and practices
 - Improvement planning or corrective action planning
 - Arranging for evidence-based professional development
 - Implementation and problem-solving of improvement or corrective action plan
 - Ongoing monitoring of progress of improvement or corrective action plan

Compile evidence-based and promising practices

- Identify promising practices in high performing districts for use in improving performance
- Identify menu of evidence-based practices that address the state performance plan indicators



State Performance Plan (SPP)

Required by the Individuals with
Disabilities Education
Improvement Act of 2004

on the learning edge...



Why We Are Here

- Provide background on previous improvement planning activities
- Present Missouri's proposed State Performance Plan (SPP)
- Obtain public feedback on the Plan
- Compile feedback from across the state
- Present feedback to the SEAP Nov 3-4
- Submit Plan to OSEP December 2

on the learning edge...



State Performance Plan

Section 616 of IDEA04: Monitoring, TA and Enforcement

- State Performance Plan (SPP) and Annual Performance Reports – requires annual public reporting of state and DISTRICT performance
- Primary focus is on
 - **improving educational results and functional outcomes** for all children with disabilities and
 - ensuring program requirements are met, with a particular emphasis on those requirements that are most closely related to **improving educational results** for children with disabilities

on the learning edge...



How did we get to the SPP?

- OSEP's Continuous Improvement Monitoring Process (CIMP) began several years ago – required
 - State Self-Assessments (2002)
 - State Improvement Plans (2003)
 - Biennial performance reporting changed to Annual Performance Reports (2004, 2005)

on the learning edge...



President's Commission

Finding 9: **The focus on compliance** and bureaucratic imperatives in the current system, instead of academic achievement and social outcomes, **fails too many children with disabilities**. Too few successfully graduate from high school or transition to full employment and post-secondary opportunities, ... **Parents want an educational system that is results oriented** and focused on the child's needs – in school and beyond.

on the learning edge...



IDEA04 State Performance Plan

The Plan

- By December 2, 2005 each state must submit a six year Plan to the Secretary of Education in the US Department of Education
- Be developed with broad stakeholder input and public dissemination

on the learning edge...



State Performance Plan – Part B

Monitoring Priorities:

1. FAPE in the LRE
2. Disproportionality
3. General Supervision/Child Find
4. General Supervision/Transitions
5. General Supervision

on the learning edge...



SPP Requirements

- Within the Monitoring Priority Areas, OSEP has identified 20 indicators that every state must address
- The Indicators are all measurable and OSEP has provided the measurement for each

on the learning edge...



SPP Requirements

For each Indicator Missouri must report:

- Overview of Issue/System or Process
- BASELINE DATA for 2004-2005 – NEW indicators don't need baseline data until first APR
- Discussion of Baseline Data
- Measurable and Rigorous TARGETS for Six Years - Some must have targets of 100%
- IMPROVEMENT ACTIVITIES/Timelines/Resources for Six Years

on the learning edge...



Why Districts and Parents Should Care!

- Allows districts to focus on improving results for kids
- Required PUBLIC REPORTING of district-level data on EACH indicator EACH year – reports/lists
- Use of targets in DISTRICT SELECTION for on-site monitoring and technical assistance
- Use of targets as triggers for MSIP activities

on the learning edge...



Today's Presentation

- INDICATORS
 - Presented in topical order rather than numerical
- TARGETS
 - Must set numerical targets for increased performance
- IMPROVEMENT ACTIVITIES
 - Must enable districts and the state to meet the targets

on the learning edge...



TOPICS

- Secondary Transition
 - Assessment
- Suspension/Expulsion
 - Placements
- Early Childhood Outcomes
 - Parent Involvement
 - Disproportionality
 - Child Find
- Early Childhood Transition
 - General Supervision

on the learning edge...



Input on TARGETS

- Are they SMA_{bc}RT?
 - Specific
 - Measurable
 - ACHIEVABLE (BUT CHALLENGING)
 - Rigorous Targets
- Is the 2011 target reasonable and appropriate?
- Will the improvement activities enable districts and state to achieve the targets?

on the learning edge...



Selection of Proposed Performance Targets

- Looked at district-reported historical data (3-5 years) for students with disabilities and compared to data for all students where applicable
- Applied logarithmic trends to the historical data
- Considered pertinent information, including trends, compliance and promising & evidence-based practices
- Proposed targets for next six years

on the learning edge...



Implications of Not Meeting Targets?

- State
 - Not sure! Probably depends on how other states are doing.
- Districts
 - Depends on how other districts are doing
 - Targeted technical assistance
 - Selection for on-site reviews
 - Possibly not able to reduce maintenance of fiscal effort

on the learning edge...



Input on IMPROVEMENT ACTIVITIES

- Will the activities enable districts and the state to meet targets?
- Are any unlikely to change performance?
- Are any missing?

on the learning edge...



Recurring Improvement Activity

Targeted Technical Assistance to Districts

- Identify districts most in need of improvement through data analysis or compliance monitoring
- Deploy RPDC Consultants to assist with:
 - Analysis of root causes in policies, procedures and practices
 - Improvement planning or corrective action planning
 - Arranging for evidence-based PD
 - Implementation and problem-solving
 - Ongoing monitoring of progress

on the learning edge...



Recurring Improvement Activity

Compile evidence-based and promising practices

- Identify promising practices in high performing districts for use in improving performance
- Identify menu of evidence-based practices

on the learning edge...



Improvement Activities

- The SPP will include very broad improvement activities and will not address the smaller steps needed to implement the activities
- Limited discussion time today, if you have additional input, please make note of it on the back pages of your handout and return to DESE as indicated on the pages by November 1, 2005

on the learning edge...



Today's Format

- Review current data for INDICATORS in topical order
- Review proposed TARGETS
- Review proposed IMPROVEMENT ACTIVITIES
- Evaluate proposed targets and improvement activities

on the learning edge...



Keep in Mind...

- Indicators have been established by OSEP and are the same for all states. They cannot be changed or re-worded.
- Measurement for the indicators has been determined by OSEP. We must provide the baseline data as required.
- Targets for indicators based on compliance requirements must be 0% or 100% indicating that the target is to be in full compliance with IDEA04

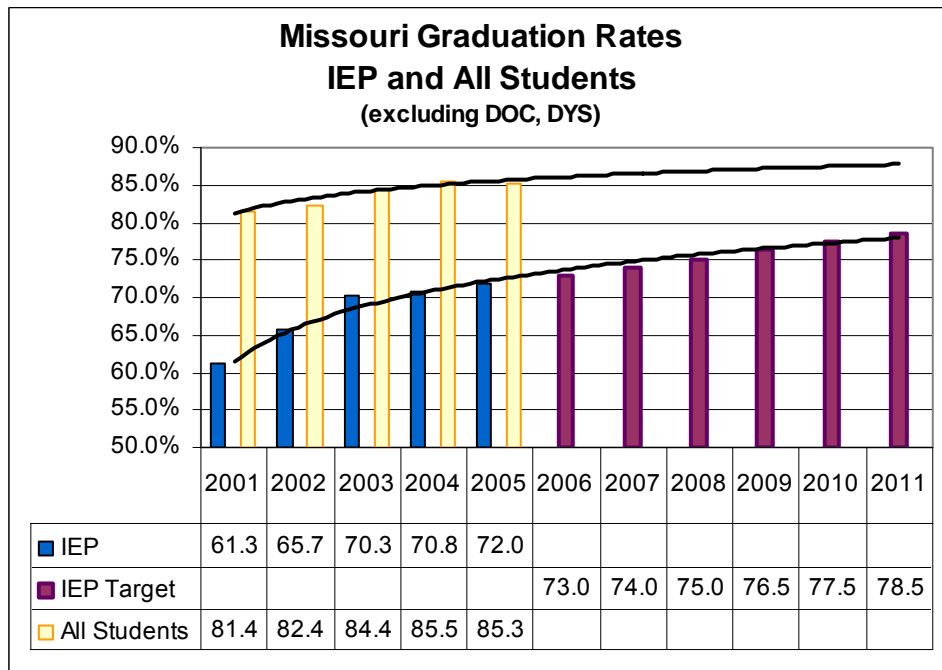
on the learning edge...

TOPIC: Secondary Transition – Indicators 1, 2, 13 & 14

GRADUATION – SPP INDICATOR 1

Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the state graduating with a regular diploma

Missouri Data and Proposed Targets:



Note: 2005 Numbers are not final. IEP rate adjusted due to incomplete data.
Trend lines are logarithmic trends which provide a best-fit curve based on historical data.

Graduation Rate Calculations:

IEP: $(\# \text{ Graduates} / (\# \text{ Graduates} + \text{Total Dropouts in Year})) \times 100$
Where: Total dropouts includes exit categories Received a certificate + Reached Maximum Age + Moved Not Known to be Continuing + Dropped Out
Source: District-reported data on Screen 12 of Core Data (Special Education Exiters)

All: $(\# \text{ Graduates} / \# \text{ Graduates} + \text{Cohort Dropouts}) \times 100$
Source: District-reported data on Screen 13 of Core Data (Secondary Headcount)

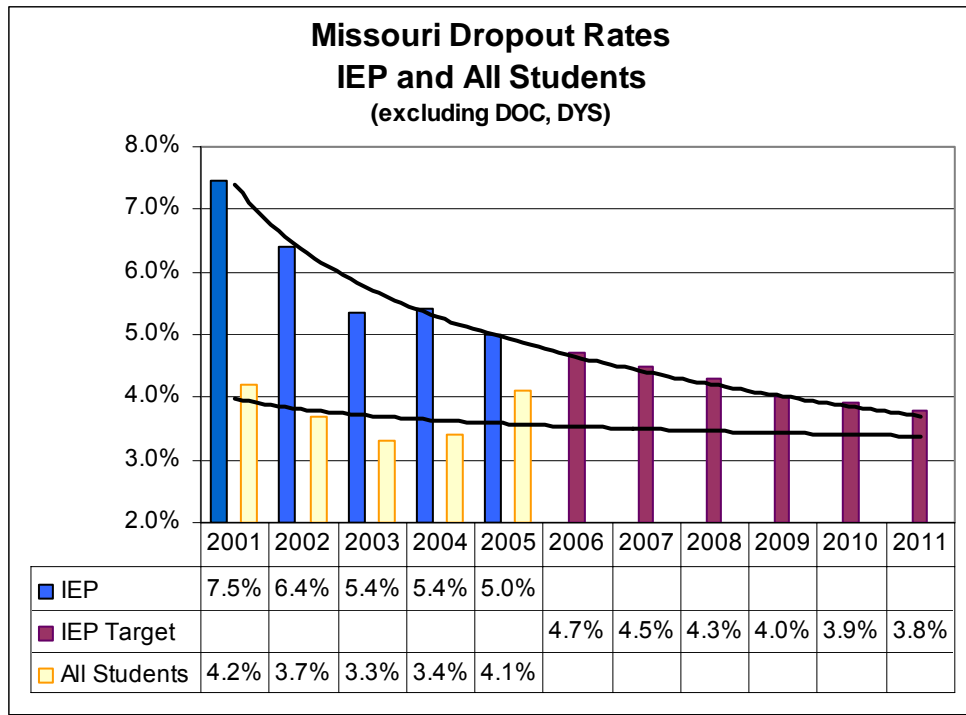
Diplomas for graduates are awarded based on completion of required number of credits, or completion of IEP goals.

Department of Corrections (DOC) and Division of Youth Services (DYS) are excluded from the data since students in those facilities can earn GEDs but not regular diplomas. GEDs still count as dropouts. Therefore, in order to look at data that is most representative of regular school districts, their data are excluded from the graduation and dropout calculations shown here.

DROPOUT – SPP INDICATOR 2

Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school

Missouri Data and Proposed Targets:



Note: 2005 Numbers are not final. IEP rate adjusted due to incomplete data.
Trend lines are logarithmic trends which provide a best-fit curve based on historical data.

Dropout Rate Calculations:

IEP: $(\text{Total Dropouts} / \text{Special Education Child Count Ages 14-21}) \times 100$
 Where: Total dropouts includes exit categories Received a certificate + Reached Maximum Age + Moved Not Known to be Continuing + Dropped Out
 Source: District-reported data on Screens 12 and 11 of Core Data (Special Education Exiters and Special Education Child Count)

All: $(\# \text{ Dropouts} / \text{Average Enrollment}) \times 100$
 Source: District-reported data on Screens 13 and 16 of Core Data (Secondary Headcount and Enrollment)

TRANSITION PLANNING – SPP INDICATOR 13

Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals

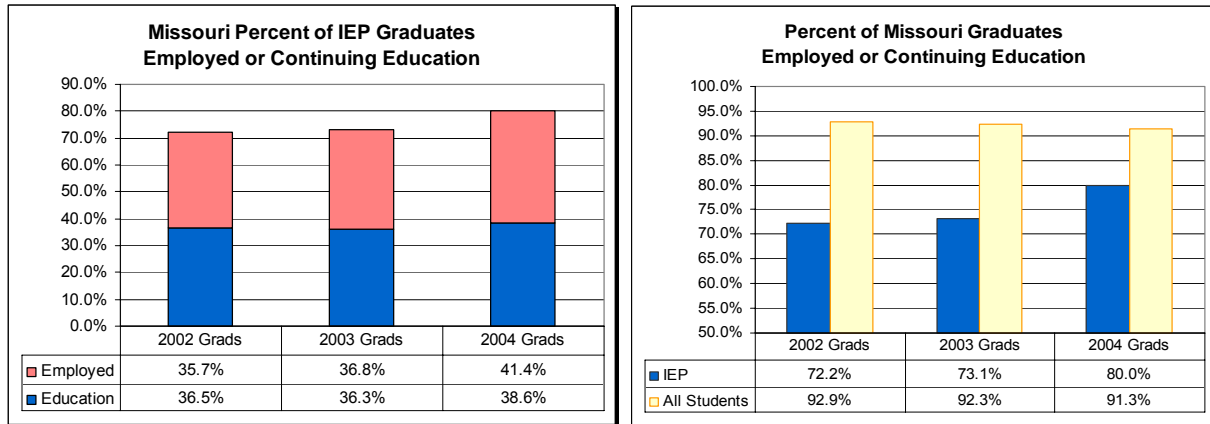
Missouri Data and Proposed Targets:

- NEW Indicator
- Baseline data for 2005-06 to be reported in the February 2007 APR
- Data to be gathered via monitoring reviews
- Target is 100% for all years since this is a compliance-based indicator

POST-SCHOOL FOLLOW-UP – SPP INDICATOR 14

Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school

Missouri Data and Proposed Targets:



Follow-up rate calculations:

% Employed = (Total of Employed and Military categories / Total Graduates) X 100

% Education = (Total of 4-year and 2-year college and Non-college categories / Total Graduates) X 100

% Employed or Continuing Education = % Employed + % Education

Source: District-reported six-month post-graduation follow-up from Screen 08 of Core Data; Total special education graduates from Screen 12 of Core Data, All graduates from Screen 13 of Core Data. Additional reporting categories are "Other" and "Unknown."

Percent of IEP graduates with follow-up reported on Screen 08:

2002 Graduates: 83.7%

2003 Graduates: 86.9%

2004 Graduates: 98.4%

Targets not required by OSEP until February 2008 Annual Performance Report

Proposed Secondary Transition Improvement Activities:

- Increase collaboration at state-level between Divisions/Agencies that serve students with disabilities
- Targeted technical assistance to districts / evidence-based and promising practices
- Develop and disseminate curriculum on high quality transition planning
- Disseminate training on and increase number of self-directed IEPs

TOPIC: ASSESSMENT – SPP INDICATOR 3

Participation and performance of children with disabilities on statewide assessments:

- Percent of districts meeting the state's AYP objectives for progress for disability subgroup
- Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations, alternate assessment against grade level standards, alternate assessment against alternate achievement standards
- Proficiency rate for children with IEPs against grade level standards and alternate achievement standards

Missouri Data and Proposed Targets:

Districts Meeting AYP Goals for Proficiency

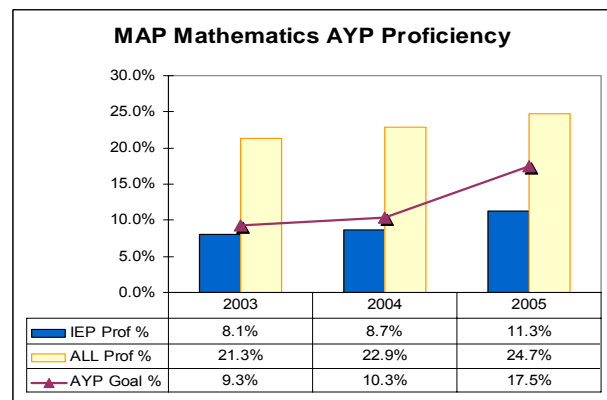
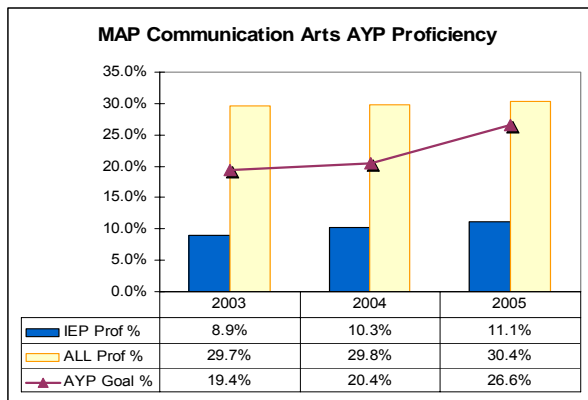
Communication Arts – Grades 3, 7 and 11

	IEP Districts Met*	Total Districts with Minimum n*	Percent Met
2004	34	111	30.6%
2005	23	112	20.5%

Mathematics – Grades 4, 8 and 10

	IEP Districts Met*	Total Districts with Minimum n*	Percent Met
2004	90	116	77.6%
2005	58	114	50.9%

* In order for a district to be held accountable for NCLB AYP purposes, the district must have a minimum number of students with IEPs (50) assessed in district.



Note: Includes data for all districts, regardless of number of students with disabilities assessed.

“Proficiency” includes the Proficient and Advanced achievement levels of the MAP assessments.

Targets for performance to be established when new AYP goals are set by the Department for NCLB purposes, based on grade-level assessments beginning in 2006.

Target for participation is 100% for all years

Proposed Assessment Improvement Activities:

- Form / encourage / support communities of practice around instructional practices
- Targeted technical assistance to districts; evidence-based/promising practices
- Disseminate training on appropriate accommodation decisions and usage

TOPIC: SUSPENSION/EXPULSION – SPP INDICATOR 4

Rates of suspension and expulsion:

- a. Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- b. Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

Missouri Data and Proposed Targets:

Note: Must provide baseline data and targets for (a), but (b) is considered new.

States must look at discrepancies either:

- A. In suspension/expulsion rates for students with disabilities BETWEEN districts
 - Compare District X's rate to District Y's rate
 - B. In suspension/expulsion rates for students with and without disabilities WITHIN districts
 - Compare District X's rates for students with disabilities to District X's rates for nondisabled students
- DESE chose to look at Method B so it is not necessary to account for differences in discipline policies
 - For each district with at least 5 discipline incidents for students with disabilities, looked at the ratio of
 - Discipline Incident Rate for Students with Disabilities to
 - Discipline Incident Rate for All Students
 - Across districts calculated a mean and standard deviation
 - Mean: average ratio across districts
 - Standard deviation: measure of how widely values are dispersed from the mean
 - Significant discrepancy = a ratio greater than the mean + one standard deviation
 - Identification of significant discrepancy requires a review of policies, procedures and practices

Ratio of Discipline Rates for Students with Disabilities to Discipline Rates for All Students

Year	Mean	Std. Dev.	Mean + 1 Std. Dev.	Districts with Sig. Disc.	Total Districts	Percent of Districts
2002-03	2.46	1.29	3.75	15	524	2.9%
2003-04	2.64	1.28	3.92	9	524	1.7%
2004-05	2.33	1.17	3.50	10	524	1.9%
2005-06						1.7%
2006-07						1.5%
2007-08						1.2%
2008-09						1.0%
2009-10						0.8%
2010-11						0.5%

Data Source: District-reported data on Screen 09 of Core Data (Discipline)

Proposed Suspension/Expulsion Improvement Activities:

- Embed district analysis of policies, procedures and practices as a part of the Self-Assessment for monitoring and the Model Program Evaluation materials
- Targeted technical assistance to districts including:
 - PBS coaches where appropriate
 - LRE training to address high suspension/ expulsion rates related to LRE decision-making
- Provide training on Functional Behavioral Analysis and Behavior Intervention Plans

TOPIC: Placements

SCHOOL-AGE PLACEMENTS – SPP INDICATOR 5

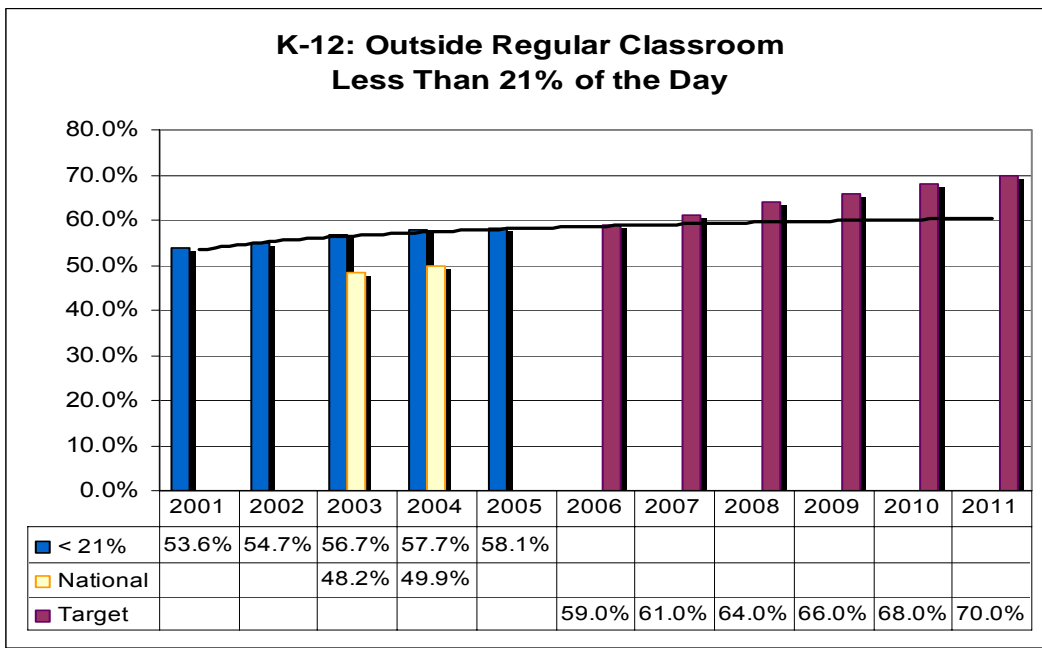
Percent of children with IEPs ages 6 through 21:

- Removed from regular class less than 21% of the day
- Removed from regular class greater than 60% of the day
- Served in either public/private separate schools, residential placements, or homebound or hospital placements

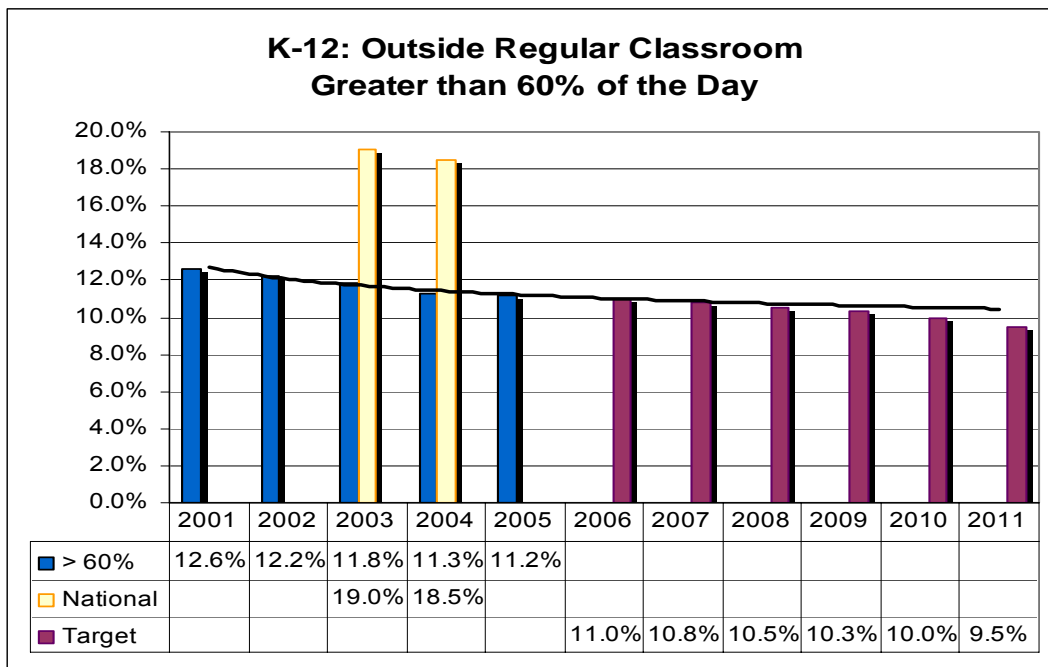
Missouri Data and Proposed Targets:

Note: OSEP instructions for the State Performance Plan require that the targets show improvement and that targets that simply maintain high performance levels are not acceptable.

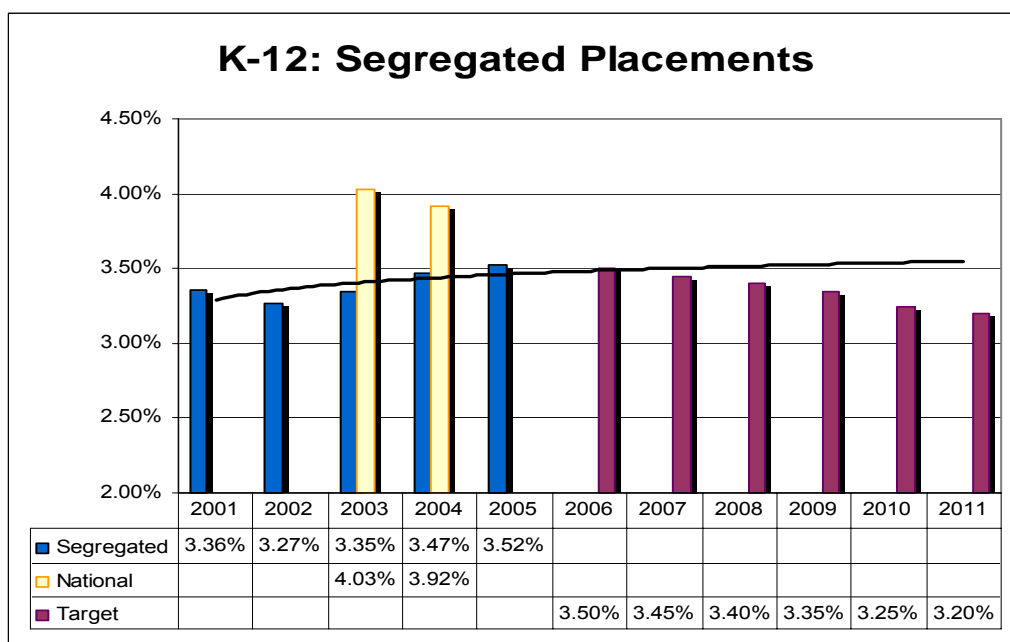
“Improvement” in the special education placements of students with disabilities implies more integration in general education classrooms.



Calculation: (# of students with disabilities outside regular class < 21% / total number of students with disabilities) X 100



Calculation: (# of students with disabilities outside regular class > 60% / total number of students with disabilities) X 100



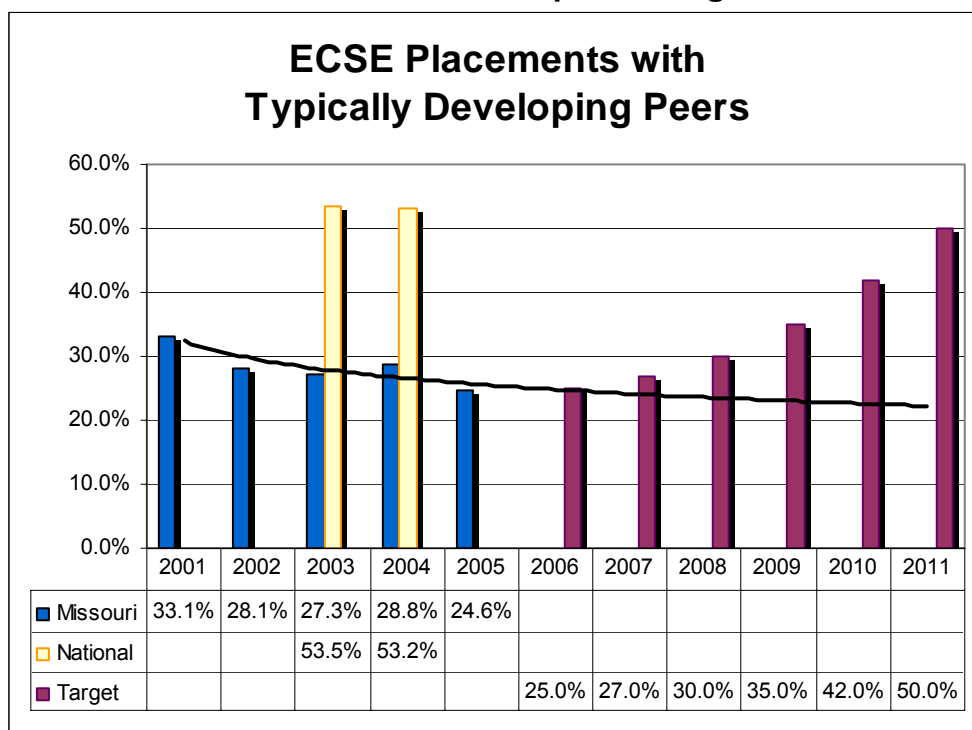
Calculation: (# of students in segregated placements / total number of students with disabilities) X 100 where
 Segregated placements include public/private separate schools, residential placements, or homebound or hospital placements.

Source: Missouri data from district-reported data on Screen 11 of Core Data (Special Education Child Count and Placements). National data from ideadata.org

ECSE PLACEMENTS – SPP INDICATOR 6

Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time EC/Part-Time ECSE settings)

Missouri Data and Proposed Targets:



Calculation: $(\# \text{ of children in placements with typically developing peers} / \text{total early childhood special education child count}) \times 100$ where

Placements with typically developing peers includes placement categories: early childhood settings, home and part-time early childhood/part-time early childhood special education settings.

Source: Missouri data from district-reported data on Screen 11 of Core Data. National data from ideadata.org

Note: These settings do not include children served in reverse mainstream classrooms which do contain non-disabled peers since those students are reported in the early childhood special education setting.

Proposed PK-12 Placement Improvement Activities:

- Emphasize the special education/general education relationship at all grade levels
- ECSE - Support interagency initiative to develop and fund universal access to preschool
- Targeted technical assistance to districts with emphasis in areas like Differentiated Instruction, Least Restrictive Environment and Curriculum-Based Measurement
- ECSE – Train district policy makers on ECSE delivery models

TOPIC: EARLY CHILDHOOD OUTCOMES – SPP INDICATOR 7

Percent of preschool children with IEPs who demonstrate improved:

- a. Positive social-emotional skills (including social relationships)
- b. Acquisition and use of knowledge and skills (including early language/communication and early literacy) and
- c. Use of appropriate behaviors to meet their needs

Missouri Data and Proposed Targets:

- NEW Indicator
- ECSE entry data to be reported in February 2007 APR, outcome (entry/exit) data and targets to be reported in February 2008 APR
- Data to be gathered at entry to and exit from Early Childhood Special Education programs for children in the program at least six months
- Targets will be established when baseline data are available

Proposed Early Childhood Outcomes Improvement Activities:

- Convene stakeholder group for planning and implementation
 - Identification of assessment tools
 - Develop and implement data systems to capture outcome data
 - Implement pilot activities
 - Evaluate pilot and implement statewide
- Use data to target technical assistance

TOPIC: PARENT INVOLVEMENT – SPP INDICATOR 8

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Missouri Data and Proposed Targets:

- NEW Indicator
- 2005-06 baseline data to be reported in February 2007 APR
- Data to be gathered through surveys
- Targets will be established when baseline data are available

Proposed Parent Involvement Improvement Activities:

- Collaborate with stakeholders to identify and promote successful models of parent involvement
 - Assess model(s) identified and implemented for improvement purposes
- Parent Involvement Coordinator (MPACT)
- Offer IEP Facilitation training for district IEP team personnel
- Targeted technical assistance to districts

TOPIC: Disproportionality

SPECIAL EDUCATION DISPROPORTIONALITY – SPP INDICATOR 9

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

DISPROPORTIONALITY IN DISABILITY CATEGORIES – SPP INDICATOR 10

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Missouri Data and Proposed Targets:

- NEW Indicators
- 2005-06 baseline data to be reported in February 2007 APR
- Data on inappropriate identification to be gathered through review of district procedures, practices and policies
- Target is 0% for all years, meaning that there is no inappropriate identification

Proposed Disproportionality Improvement Activities:

- Contract with an entity to:
 - Develop the review process, conduct the reviews and recommend training and TA resources
- Include district analysis of policies, procedures and practices as a part of the Self-Assessment and Model Program Evaluation materials
- Targeted technical assistance to districts including LRE, Problem Solving and Quality Eligibility Determinations, and Cultural Awareness as appropriate
 - Technical assistance to districts in development and implementation of corrective actions when necessary

TOPIC: CHILD FIND – SPP INDICATOR 11

Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (or state established timelines)

Missouri Data and Proposed Targets:

- NEW Indicator
- 2005-06 baseline data to be reported in February 2007 APR
- Data to be gathered through monitoring reviews
- Targets are 100% for all years, meaning that there is full compliance with 60 day evaluation timeline requirements

Proposed Child Find Improvement Activities:

- Assist districts financially & procedurally in organizing cooperatives for specialized services and evaluations
- Disseminate guidance and training on use of Response to Intervention (RTI) practices
- Collaborate with Parent Involvement Coordinator and MPACT to improve parents' knowledge of services, eligibility & timelines
- Targeted technical assistance to districts on development and implementation of corrective actions & improvement plans, including problem solving and Quality Eligibility Determinations as necessary

TOPIC: PART C TO B TRANSITION – SPP INDICATOR 12

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Missouri Data and Proposed Targets:

- 2004-05 data were gathered through Special Education Monitoring Self-Assessment (SEMSA), but has not yet been compiled
- Target is 100% for all years, meaning that there is full compliance with early childhood transition requirements

Proposed Part C to B Transition Improvement Activities:

- State notification to LEAs of First Steps children who are potentially eligible for ECSE on or before child's 30 month
- Analyze Part C and B data for regional differences in training attendance and communication between Parts C and B personnel
 - Finalize and disseminate Part C to B Transition Module for early intervention and early childhood partners
 - Use SIG funds to support improved coordination between local Part C and B programs
- Targeted technical assistance to districts in development and implementation of corrective actions when necessary

SPP Indicators 13, 14 – See Secondary Transition Topic

TOPIC: GENERAL SUPERVISION – SPP INDICATOR 15

General supervision system identifies and corrects noncompliance as soon as possible but in no case later than one year from identification

Missouri Data and Proposed Targets:

- Data will be the percent of findings of noncompliance identified in 2003-04 school year that were corrected within one year – data are being finalized
- Target is 100% for all years

Proposed General Supervision Improvement Activities:

- Revise and implement a comprehensive general supervision system that
 - Identifies procedural noncompliance
 - Corrects identified noncompliance in a timely manner
 - Focuses on performance of students with disabilities
 - Includes a system of rewards and sanctions
- Implement targeted technical assistance that will enable districts to
 - Effectively and efficiently meet compliance requirements
 - Progress toward meeting the targets for student performance in the SPP
- Implement a regional support system for corrective action plans and improvement plans

TOPIC: Other General Supervision

CHILD COMPLAINTS – SPP INDICATOR 16

Percent of signed written complaints with reports issued that were resolved within 60 day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint

DUE PROCESS HEARINGS – SPP INDICATOR 17

Percent of fully adjudicated due process hearing requests that were fully adjudicated with the 45 day timeline or a timeline that is properly extended by the hearing officer at the request of either party

RESOLUTION SESSIONS – SPP INDICATOR 18

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements

MEDIATIONS – SPP INDICATOR 19

Percent of mediations held that resulted in mediation agreements

STATE REPORTED DATA – SPP INDICATOR 20

State reported data (618 and state Performance Plan and Annual Performance Report) are timely and accurate

ADDITIONAL INPUT TO DESE ON STATE PERFORMANCE PLAN

TOPIC:

- | | | | |
|---|--|---|-------------------------------------|
| <input type="checkbox"/> Secondary Transition | <input type="checkbox"/> Assessment | <input type="checkbox"/> Susp/Expulsion | <input type="checkbox"/> Placements |
| <input type="checkbox"/> Early Childhood Outcomes | <input type="checkbox"/> Parent Involvement | <input type="checkbox"/> Disproportionality | <input type="checkbox"/> Child Find |
| <input type="checkbox"/> Part C to B Transition | <input type="checkbox"/> General Supervision | | |

TOPIC:

- | | | | |
|---|--|---|-------------------------------------|
| <input type="checkbox"/> Secondary Transition | <input type="checkbox"/> Assessment | <input type="checkbox"/> Susp/Expulsion | <input type="checkbox"/> Placements |
| <input type="checkbox"/> Early Childhood Outcomes | <input type="checkbox"/> Parent Involvement | <input type="checkbox"/> Disproportionality | <input type="checkbox"/> Child Find |
| <input type="checkbox"/> Part C to B Transition | <input type="checkbox"/> General Supervision | | |

TOPIC:

- | | | | |
|---|--|---|-------------------------------------|
| <input type="checkbox"/> Secondary Transition | <input type="checkbox"/> Assessment | <input type="checkbox"/> Susp/Expulsion | <input type="checkbox"/> Placements |
| <input type="checkbox"/> Early Childhood Outcomes | <input type="checkbox"/> Parent Involvement | <input type="checkbox"/> Disproportionality | <input type="checkbox"/> Child Find |
| <input type="checkbox"/> Part C to B Transition | <input type="checkbox"/> General Supervision | | |

May DESE contact you for more information about this input? Yes/No

Name: _____

District/Organization: _____

Contact Information: _____

Fax to 573-526-5946
or email webreplyspedc@dese.mo.gov
by November 1, 2005

ADDITIONAL INPUT TO DESE ON STATE PERFORMANCE PLAN

TOPIC:

- | | | | |
|---|--|---|-------------------------------------|
| <input type="checkbox"/> Secondary Transition | <input type="checkbox"/> Assessment | <input type="checkbox"/> Susp/Expulsion | <input type="checkbox"/> Placements |
| <input type="checkbox"/> Early Childhood Outcomes | <input type="checkbox"/> Parent Involvement | <input type="checkbox"/> Disproportionality | <input type="checkbox"/> Child Find |
| <input type="checkbox"/> Part C to B Transition | <input type="checkbox"/> General Supervision | | |

TOPIC:

- | | | | |
|---|--|---|-------------------------------------|
| <input type="checkbox"/> Secondary Transition | <input type="checkbox"/> Assessment | <input type="checkbox"/> Susp/Expulsion | <input type="checkbox"/> Placements |
| <input type="checkbox"/> Early Childhood Outcomes | <input type="checkbox"/> Parent Involvement | <input type="checkbox"/> Disproportionality | <input type="checkbox"/> Child Find |
| <input type="checkbox"/> Part C to B Transition | <input type="checkbox"/> General Supervision | | |

TOPIC:

- | | | | |
|---|--|---|-------------------------------------|
| <input type="checkbox"/> Secondary Transition | <input type="checkbox"/> Assessment | <input type="checkbox"/> Susp/Expulsion | <input type="checkbox"/> Placements |
| <input type="checkbox"/> Early Childhood Outcomes | <input type="checkbox"/> Parent Involvement | <input type="checkbox"/> Disproportionality | <input type="checkbox"/> Child Find |
| <input type="checkbox"/> Part C to B Transition | <input type="checkbox"/> General Supervision | | |

May DESE contact you for more information about this input? Yes/No

Name: _____

District/Organization: _____

Contact Information: _____

Fax to 573-526-5946
or email webreplyspedc@dese.mo.gov
by November 1, 2005